

G Goal Selection “Where am I going?”

Scoring levels	Choosing Your Destination	Choosing Goals That Help Others / Community	Breaking Down Long Term Goals “Vertical Coherence”	Identifying Relations Among Goals “Horizontal Coherence”
5 Consistent initiative; skill mastery	<i>Consistently</i> shows <i>mastery</i> and initiative by choosing one or a small number of meaningful, realistic, and demanding goals.	<i>Consistently</i> shows <i>mastery</i> and initiative at choosing one or a small number of goals that benefit self and community.	<i>Consistently</i> shows <i>mastery</i> & initiative at breaking down long-term goal into short-term steps. Consistently identifies potential obstacles and solutions.	<i>Consistently</i> shows <i>mastery</i> & initiative at choosing goals that help in multiple ways and make meeting other goals easier.
4 “On and off” initiative; skill competence	Shows <i>competency</i> and takes initiative—about half the time—to choose one or a small number of meaningful, realistic and demanding goals. May pursue “too many” goals at once.	Shows <i>competency</i> & takes initiative—about half the time—to choose one or a small number of goals that benefit self and community. May instead focus on “self” goals at times.	Shows <i>competency</i> & takes initiative—about half the time—to break down long-term goal into short-term steps. Will sometimes identify potential obstacles and solutions.	Shows <i>competency</i> & takes initiative—about half the time—to choose goals that help in multiple ways and make meeting other goals easier. Sometimes chooses goals that help only a particular part of life (e.g. social).
3 Emerging initiative; basic skill	Shows motivation to choose meaningful, realistic and demanding goals. Needs mentor’s help to make best goal decisions. Often pursues “too many” goals at one time.	Shows motivation to choose one or a small number of goals that benefit self and community. Needs mentor’s help to make these connections to community.	Shows motivation to break down goals into short-term steps. Needs mentor’s help to identify short term steps and identify potential obstacles and solutions.	Shows motivation to choose goals that help in multiple ways and make meeting other goals easier. Needs mentor’s help to choose these goals and identify the multiple ways or other goals that <i>this</i> particular goal will help.
2 Lacks initiative; low skill	Has no clear long-term goal. Shows low motivation and chooses goals that mentor presses, but does not choose his/her goals.	Goals that help the community are not yet a youth priority. Shows low motivation and chooses goals that benefit self and community only when mentor presses.	Short-term steps and identifying potential obstacles not yet part of goal process. Shows low motivation and breaks down goals into short-term steps only when mentor presses.	Focused on goals in a particular part of life. Shows low motivation and chooses goals that help other goals or help in multiple ways only when mentor presses.
1 Lacks skill; pre-aware or disengaged	Doesn’t yet choose meaningful, realistic and demanding goals or use goals to shape behavior and actions.	Doesn’t yet choose goals that benefit self and community.	Doesn’t yet work on breaking down long-term goals.	Doesn’t yet choose goals that help other goals or help in multiple ways.

P Pursuit of Strategies “How do I get there?”

Scoring levels	Sticking to a Plan	Seizing the Moment	Developing Strategies	Showing Persistent Effort	Checking Your Progress
5 Consistent initiative; skill mastery	<i>Consistently</i> shows <i>mastery</i> and initiative at making a plan to meet goals. Consistently uses this plan to guide actions that help meet goals.	<i>Consistently</i> shows <i>mastery</i> and initiative to act when the time or situation is right to help meet a goal.	<i>Consistently</i> shows <i>mastery</i> and initiative at finding and using new strategies and at practicing current useful strategies to meet goals.	<i>Consistently</i> shows persistent effort to meet goals. Consistently works to meet goals even if it is difficult.	<i>Consistently</i> shows <i>mastery</i> and initiative at regularly checking goal progress and how strategies are working. These checks may lead to changes in strategies.
4 “On and off” initiative; skill competence	Shows <i>competency</i> & takes initiative—about half the time—to make and use a plan to help meet goals. May sometimes struggle to stay on the plan.	Shows <i>competency</i> and takes initiative—about half the time—to act when time or situation is right to help meet a goal.	Shows <i>competency</i> and takes initiative—about half the time—to find and use new strategies. May sometimes rely on current strategies. Practices current strategies.	Shows <i>competency</i> by using consistent effort to meet goals – about half the time. May sometimes be frustrated by difficult situations and show lower effort.	Shows <i>competency</i> and takes initiative—about half the time—to check goal progress and how strategies are working.
3 Emerging initiative; basic skill	Shows motivation to make and use a plan to help meet goals. Needs mentor’s help to develop the plan and to work on the plan’s steps.	Shows motivation to act when time or situation is right to help meet goal. Needs mentor to point out when the time is right and show the best situations.	Shows motivation to find and use new strategies to meet goals. Needs mentor to pick out best strategies, and keep up with practice on current strategies.	Shows motivation to use consistent effort to meet goals, but needs mentor to help motivate, stay focused, or help in difficult situations.	Shows motivation to check goal progress and how goals are working. Needs mentor to give most feedback and change suggestions.
2 Lacks initiative; low skill	May say plans aren’t useful to meet goals. Shows low motivation and will make and use a plan to meet a goal only when mentor presses.	Does not yet show initiative to meet goals. Shows low motivation and will act when time or situation is right only when mentor presses.	May say current strategies “are enough.” Shows low motivation and finds and uses new strategies to attain goals only when mentor presses.	May often be distracted or lose focus on goal. Shows low motivation and only shows effort to meet goals when mentor presses.	May say checking progress is “waste of time.” Shows low motivation and checks goal progress and how strategies are working only when mentor presses.
1 Lacks skill; pre-aware or disengaged	Doesn’t yet make or use plans.	Doesn’t yet act when time or situation is right to help meet goals.	Doesn’t yet work to find new strategies to meet goals. Doesn’t use current strategies to meet goal.	Doesn’t yet display effort to meet goals.	Doesn’t yet check goal progress or how strategies are working.

S Shifting Gears *“When the going gets tough!”*

Scoring levels	Substituting Strategies	Seeking Different Help	Emulating Strategies of Others	Changing goals without feeling bad “Loss-based Selection”
5 Consistent initiative; skill mastery	<i>Consistently</i> shows <i>mastery</i> and initiative to substitute strategies and/or change parts of strategies to meet goals during difficulties.	<i>Consistently</i> shows <i>mastery</i> and initiative to look for help from familiar and new people and resources. Uses familiar resources in new ways to help meet goals during difficulties.	<i>Consistently</i> shows <i>mastery</i> and initiative to use the strategies of successful others to help meet goals during difficulties.	<i>Consistently</i> shows <i>mastery</i> at accepting loss as part of success and begins to move to new goals. Keeps long-term goals in perspective, and works to find a goal that is a better “fit.”
4 “On and off” initiative; skill competence	Shows <i>competency</i> and takes initiative—about half the time—to substitute strategies and/ or change parts of strategies to meet goals during difficulties. May keep using strategies that aren’t working well.	Shows <i>competency</i> and takes initiative—about half the time—to look for help from familiar people and resources during difficulties. Will sometimes look for help from new people or resources.	Shows <i>competency</i> and takes initiative—about half the time—to use the strategies of successful others to help meet goals during difficulties. May only use examples of a few people.	Shows <i>competency</i> and takes initiative—about half the time—to move to new goals and recognize and accept loss. May have difficulty keeping long term goals in perspective after loss.
3 Emerging initiative; basic skill	Shows motivation to substitute strategies and and/or change parts of strategies to meet goals during difficulties. Needs mentor’s help to make these changes and pick useful new strategies.	Shows motivation to choose and use resources and people for help during difficulties. Needs mentor to help make these connections. Mostly uses familiar people and resources.	Shows motivation to use the strategies of successful others to meet goals during difficulties. Needs mentor to point out these successful others, and suggest how to use their strategies.	Shows motivation to move to new goals and accept loss. May rely on mentor support to feel “it will be okay” after loss.
2 Lacks initiative; low skill	May say that current strategies will “eventually work.” Shows low motivation and substitutes and/or changes parts of strategies to meet goals during difficulties only when mentor presses.	Rarely ever uses different resources or people for help. Shows low motivation and selects and uses resources and people for help during difficulties only when mentor presses.	May say others’ strategies will not apply to them. Shows low motivation and uses the strategies of successful others to meet goals during difficulties only when mentor presses.	May cling to goals that have little to no chance of being met. Shows low motivation and moves to new goals after loss only when mentor presses.
1 Lacks skill; pre-aware or disengaged	Doesn’t yet substitute and/or change parts of strategies to meet goals during difficulties.	Doesn’t yet look for help from others to meet goals during difficulties.	Doesn’t yet use the strategies of successful others.	Doesn’t yet let go of unrealistic goals, accept loss, and move to new goals.

Competence

Scoring levels	Academic Competence	Cognitive Competence	Social Competence	Emotional Competence	Healthy Habits
5 Consistent initiative; skill mastery	<i>Consistently</i> shows initiative and <i>mastery</i> to develop academic skills and use personal and school resources for success. Consistently participates in school activities.	<i>Consistently</i> shows curiosity and initiative to learn and enjoys learning during out-of-school time. Develops mastery in activities outside of school time.	<i>Consistently</i> shows <i>mastery</i> acting appropriately in different situations with peers and people of various ages and cultures	<i>Consistently</i> shows <i>mastery</i> and initiative to identify and control or adapt emotions in most situations.	<i>Consistently</i> shows <i>mastery</i> & initiative in making healthy choices on a daily basis.
4 “On and off” initiative; skill competence	Takes initiative and shows <i>competency</i> – about half the time – to develop academic skills and use personal and school resources for success. Shows initiative – about half the time – to participate in school activities.	Shows initiative – about half the time – to learn during out-of-school time. <i>Competent</i> in area of interest, but may have difficulty staying committed.	Shows <i>competency</i> at acting appropriately in about half of social situations. May have difficulty with certain skills or situations.	Shows <i>competency</i> and takes initiative – about half the time – to identify and control or adapt emotions. May have difficulty in some situations.	Shows <i>competency</i> and takes initiative – about half the time – to make healthy choices. May struggle with commitment or consistency.
3 Emerging initiative; basic skill	Shows motivation to use personal and school resources to improve success. Needs mentor to point out opportunities to participate at school and encouragement in some classes.	Shows motivation and curiosity to learn during out-of-school time. Needs help to take full advantage of opportunities.	Shows motivation to improve acting appropriately in social situations. Needs mentor’s help and modeling to improve skills.	Shows motivation to identify and control emotions. Needs mentor to “calm them down,” or to model appropriate ways to express emotion.	Shows motivation to make healthy choices. Needs mentor to point out risks and healthy choices.
2 Lacks initiative; low skill	May say participating in school activities is a “waste of time.” Will try to work on academic skills or seek out resources and activities when mentor presses.	Typically just “hangs out” during out-of-school time. Will make attempts to pursue learning only when mentor presses.	Shows limited social skills in certain situations and only makes attempts to improve social skills when mentor presses.	Often lacks control of emotions. Shows ability to adjust emotions when mentor presses.	Often makes unhealthy choices or has unhealthy habits. Will make healthy choices when mentor presses.
1 Lacks skill; pre-aware or disengaged	Does not work to learn in school, take advantage of personal & school resources, or participate in activities.	Does not yet work to learn during out-of-school time.	Does not yet possess key social skills and seems unaware of need to develop these skills.	Does not yet control emotions or express them in a positive way.	Engages in unsafe behaviors and does not make healthy choices.

Confidence

Scoring levels	Overall Confidence	Confidence in School	Confidence in Physical Appearance	Confidence in Peer Acceptance	Confidence in an Area of Interest
5 Consistent initiative; skill mastery	<i>Consistently</i> shows overall confidence in daily actions. Confidence is accurate, and based on personal beliefs, not outside opinions.	<i>Consistently</i> shows confidence in ability to succeed in school. Confidence is accurate, and based on personal beliefs, not outside opinions.	<i>Consistently</i> shows confidence in personal appearance. Confidence is accurate, and based on personal beliefs, not outside opinions.	<i>Consistently</i> shows confidence in ability to make and keep friendships. Confidence is accurate and based on personal beliefs, not outside opinions.	<i>Consistently</i> shows confidence in ability to succeed in area of interest. Confidence is accurate, and based on personal beliefs, not outside opinions.
4 “On and off” initiative; skill competence	Shows overall confidence about half the time. May have some occasions where confidence is lower and some where confidence is higher.	Shows confidence in ability to succeed in school about half the time. May need mentor’s reminder of skills in difficult occasions.	Shows confidence in personal appearance about half the time. May need mentor’s reminders in challenging occasions.	Shows confidence in ability to make and keep friendships about half the time. May need mentor’s reminder of skills in difficult situations.	Shows confidence in ability to succeed in area of interest about half the time. May need mentor’s reminder of skills in difficult situations.
3 Emerging initiative; basic skill	Shows motivation to develop an overall confidence in daily actions. Needs mentor to build this confidence and point out strengths.	Shows motivation to develop confidence in ability to succeed in school. Needs mentor support to build confidence.	Shows motivation to develop confidence in personal appearance. Needs mentor support to build confidence or body-image.	Shows motivation to develop confidence in ability to make and keep friendships. Needs mentor support to build confidence.	Shows motivation to develop self-confidence in ability to succeed in an area of interest. Needs mentor support to build confidence.
2 Lacks initiative; low skill	May say “I just can’t do anything right.” Will notice overall self-worth only when mentor presses.	May say “I’m just not good at school.” Will trust abilities only when mentor presses.	May say “I don’t like the way I look.” Will identify positive features only when mentor presses.	May say “I’m just not good at making friends.” Will trust abilities to make friends only when mentor presses.	May say “I’m just not good at anything in particular.” Will identify and trust abilities in an area of interest only when mentor presses.
1 Lacks skill; pre-aware or disengaged	Does not show an overall confidence in daily actions.	Does not yet show confidence in ability to succeed in school.	Does not yet show confidence in appearance.	Does not yet show confidence in ability to make and keep friendships.	Does not yet show confidence in any area of interest.

Caring

Scoring levels	Sympathy	Empathy	Caring Actions	Promoting Social Justice
5 Consistent initiative; skill mastery	<i>Consistently</i> shows initiative and <i>mastery</i> in supporting and being concerned for the emotions of others.	<i>Consistently</i> shows initiative and <i>mastery</i> at relating to the emotions of others. Can consistently place self “in the other person’s shoes.”	<i>Consistently</i> shows <i>mastery</i> and initiative to act kindly or helpfully towards other people.	<i>Consistently</i> shows <i>mastery</i> and initiative to help a community of need by working for fairness and equality.
4 “On and off” initiative; skill competence	Shows <i>competency</i> in supporting and being concerned for the emotions of other people – about half the time. May have difficulty with some people or situations.	Shows <i>competency</i> in relating to the emotions of others – about half the time. May have difficulty relating to some people or some emotions.	Shows <i>competency</i> and takes initiative to act helpfully or kindly towards other people – about half the time. Some actions may not be kind or helpful towards certain people.	Shows <i>competency</i> and takes initiative – about half the time – to work for fairness and equality in a community of need.
3 Emerging initiative; basic skill	Shows motivation to support and be concerned for the emotions of others. Sometimes acts without considering other’s feelings and needs mentor reminders.	Shows motivation to improve ability to relate to the emotions of others, even those in different situations. Sometimes needs mentor to model empathy.	Shows motivation to act kindly and helpfully towards others. Needs mentor’s help to show caring actions with different people and difficult situations.	Shows motivation to work for fairness and equality in a community of need. Sometimes needs mentor to give strategies or identify issues.
2 Lacks initiative; low skill	Does not typically show support or concern for emotions of others. Will sometimes express support and concern only when mentor presses.	Does not typically relate to the emotions of others especially those from different backgrounds. Will relate to others’ emotions when mentor presses.	Does not typically act kindly or helpfully to most others. Will show some caring actions, but only when mentor presses.	Promoting social justice is not a concern. Will work to promote fairness and equality only when mentor presses.
1 Lacks skill; pre-aware or disengaged	Doesn’t yet show support or concern for the emotions of others.	Doesn’t yet place self “in the other person’s shoes.”	Doesn’t yet act kindly or helpfully towards most people.	Doesn’t yet work to promote, or understand the need for fairness and equality.

Character

Scoring levels	Moral Compass	Integrity	Equal Treatment of Others
5 Consistent initiative; skill mastery	<i>Consistently</i> shows <i>mastery</i> and initiative at doing the “right thing” and helps others do the “right thing.” Acts the same, even in difficult situations. Uses moral emotions rather than snap judgments to make decisions.	Shows a <i>consistent</i> sense of right and wrong in actions at all times. Closely monitors behavior to see if actions are consistent with beliefs.	<i>Consistently</i> treats each person equally and fairly, regardless of his/her group. Shows consistency in giving others fair treatment, even if it is unpopular. Stands up for the fair treatment of everyone.
4 “On and off” initiative; skill competence	Mostly takes initiative and shows <i>competency</i> – in about half of difficult moral situations – to do the “right thing.” May have difficulty when doing the right things comes at personal expense. Relies on snap judgments in difficult situations.	Shows reliable sense of right and wrong in actions – about half the time. Monitors consistency between actions and beliefs half the time. Has difficulty when some actions come at personal expense.	Shows <i>competency</i> in treating each person equally and fairly, regardless of his/her group about half the time. May have difficulty treating others fairly if actions are unpopular.
3 Emerging initiative; basic skill	Shows motivation to do the “right thing” in many situations. Often needs mentor’s advice on how to act, point out snap judgments, or model behavior.	Shows motivation to act consistently with a sense of right and wrong. Needs mentor to help monitor actions and point out inconsistencies in beliefs and actions.	Shows motivation to treat each person equally and fairly. Sometimes needs mentor to point out unfair treatment of others.
2 Lacks initiative; low skill	Relies primarily on snap judgments rather than moral emotions in most situations. Will do the “right thing” only when mentor presses.	Actions often contradict expressed beliefs of right and wrong. Will work on consistency and monitor beliefs and actions only if mentor presses.	May treat members of a particular group unequally or unfairly. Will try to change treatment only if mentor presses.
1 Lacks skill; pre-aware or disengaged	Does not yet do the “right thing.” Does not display moral emotions. Choices may harm self and/or others.	Has no consistent definition of right and wrong. Acts in manner that only benefits self.	Does not treat people equally and fairly.

Connection

Scoring levels	Connection with Family	Connection with Friends	Connection with Community
5 Consistent initiative; skill mastery	<i>Consistently</i> shows <i>mastery</i> and initiative to form and maintain healthy relationships with family members and deal with problems. Uses strong and open communication skills with family.	<i>Consistently</i> shows <i>mastery</i> in and initiative to form and maintain healthy relationships with friends. Has strong, trusting relationship with friends, and connects with many other peers easily and well.	<i>Consistently</i> shows <i>mastery</i> and initiative to form and maintain relationships with community members or institutions. Works to improve and expand these ties to community.
4 “On and off” initiative; skill competence	Shows <i>competency</i> and takes initiative to form and maintain healthy relationships with family members and deal with problems about half the time. May have difficulty communicating with certain family members.	Shows <i>competency</i> in and takes initiative to form and maintain healthy relationships with a variety of peer groups about half the time. May have difficulty connecting with certain friends or peer groups.	Shows <i>competency</i> and takes initiative to form and maintain healthy relationships with community members or institutions about half the time. May have difficulty with certain people or institutions.
3 Emerging initiative; basic skill	Shows motivation to form and maintain healthy relationships with family members and deal with problems. Often needs mentor’s help or suggestions on how to begin the process.	Shows motivation to form and maintain healthy relationships with friends. Often needs mentor’s help or suggestions on how to begin the process on how to connect with particular friends or peer groups.	Shows motivation to form and maintain healthy relationships with community members or institutions. Often needs mentor’s help or suggestions on how to begin the process of connecting to community.
2 Lacks initiative; low skill	May say relationships “won’t get any better”. Communication typically minimal. Will work on family relationships only when mentor presses.	May say relationship with friends or peers “won’t get any better.” Will work on friend relationships only when mentor presses.	May say relationship with certain community members or institutions “won’t get any better.” May feel like they don’t matter. Will work on community relationships only when mentor presses.
1 Lacks skill; pre-aware or disengaged	Doesn’t yet work to have healthy relationships with family members. Lacks skills for dealing with problems.	Doesn’t yet work to have healthy relationships with friends, or is isolated.	Doesn’t yet work to have healthy relationships with community members or institutions.

Contribution

Scoring levels	Service to community	Leadership Roles	Mentoring Peers	Sense of Positive Purpose
5 Consistent initiative; skill mastery	<i>Consistently</i> shows <i>mastery</i> in and initiative to serve community in a variety of ways. May be involved in several projects.	<i>Consistently</i> shows <i>mastery</i> in leadership and initiative to lead. Leads group in a positive way.	<i>Consistently</i> shows <i>mastery</i> in and initiative to positively mentor peers who may need help.	Daily life actions show a commitment to contribute. Has strong sense of purpose and clear plans for contributing in the future.
4 “On and off” initiative; skill competence	Shows <i>competency</i> in and initiative – about half the time – to serve community as a volunteer. May have difficulty fitting service into schedule.	Shows <i>competency</i> and takes initiative – about half the time – to lead. May struggle with some leadership decisions.	Shows <i>competency</i> in and initiative – about half the time – to positively mentor peers who may need help. Some challenges to mentor certain peers or in certain situations.	Shows clear sense of purpose. About half the time, daily life actions support commitment to contribute. Has desire to contribute in future, but may lack clear plans or goals.
3 Emerging initiative; basic skill	Shows motivation to serve community as a volunteer. Needs mentor (or school) to provide these service opportunities.	Shows motivation to be a leader. Needs mentor’s help or advice to identify potential leadership roles.	Shows motivation to positively mentor peers who may need help. Needs adult mentor’s help to identify peers that might need help and ways to help.	Has some sense of purpose and shows motivation to contribute through daily life actions. Often needs mentor help to stay on course and to contribute.
2 Lacks initiative; low skill	May say serving community is “waste of time.” Serves community only when required. Shows low motivation to serve.	May say: “I’m just not a leader.” Will try to lead only in certain situations when mentor presses, but often struggles. Shows low motivation to lead.	May say “nobody will listen to me.” Will attempt to mentor peers, only when adult mentor presses. Shows low motivation.	Shows low motivation to find ways to contribute. Will contribute through actions only when mentor presses.
1 Lacks skill; pre-aware or disengaged	Doesn’t yet participate in service to community in any way.	Doesn’t yet lead or seek leadership roles, or, leads group in a negative way.	May not mentor or does not yet mentor peers in a positive way.	Doesn’t yet have a purpose of contributing to community through actions. Actions tend to be self-serving.